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ABSTRACT

An outline of the knowledge and skills to be taught at grade two in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into four parts. Following an introduction, a one page description overviews the curriculum topic for grade two, neighborhoods, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. Holidays and special events which might be covered in class are also outlined. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For grade two, the areas of study covered are: characteristics of neighborhoods, neighborhoods depend on one another, physical environment, cultural environment, laws and rules, transportation, communications, changes, and problems of a community. A final section lists extra activities. (LP)

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SOCIAL STUDIES

CURRICULUM GUIDE

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GRADE 2

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

SOCIAL STUDIES
CURRICULUM
GUIDE

GRADE TWO

INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Social Studies Guides have been developed for the purpose of providing the classroom teacher with an outline of knowledge and skills which are to be taught at each grade level in order to meet the DoDDS social studies objectives.

As these guides are being used, it is requested that suggestions and recommendations for changes be submitted to the regional social studies coordinators. These guides will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.

Steve Motta
Deputy Director

SECOND GRADE SYLLABUS

NEIGHBORHOODS

Second grade social studies emphasizes "neighborhoods" and should help students understand the terms neighborhood and local community. In the process, students identify, define, and label some of the major characteristics of their own community, neighborhood, town, or suburban development. They should do comparative studies of the similarities and difference of neighborhoods and learn how neighborhoods serve the needs and wants of the people in the area.

Students should also learn the importance of rules and laws, and how rules and laws benefit everyone, how the physical and cultural environment influences the types of neighborhoods, and how the maintenance of a group is dependent upon transportation and communication. They should learn about problems of a neighborhood and how and why neighborhoods change.

Emphasis on the local community provides opportunities to develop map skills and acts as an introduction for studying communities in other places especially the host nation communities. Community studies provide a bridge between the emphasis on families in first grade and community interdependence in third grade. The suggested time of exposure to social studies in second grade is 110 minutes a week.

This guide includes an extra activity section which can be used for enrichment. The elementary literature guide, Literature: A Quest for Life, has been designed so that the literary themes coordinate with social studies focus for each grade level.

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HOLIDAYS AND SPECIAL DAYS

Holidays and special observance days are an important part of the elementary social studies program. Listed below are some of the days which might be included in your curriculum plans. The holidays or special days are listed by month since the specific day may change. This list is not all inclusive and there may be other days which should be included.

SEPTEMBER

Labor Day
Citizenship Day
Grandparents' Day
American Indian Day and Week
Hispanic American Week

OCTOBER

Columbus Day
United Nations Day
Halloween

NOVEMBER

Election Day
Veterans Day
Thanksgiving Day

DECEMBER

Human Rights Day
Hanukkah
Christmas

JANUARY

New Year's Day
Martin Luther King's Birthday

FEBRUARY

Abraham Lincoln's Birthday
Presidents Day
George Washington's Birthday
Black History Month

MARCH AND APRIL

Passover
Easter
National Volunteer Week

MAY

V-E Day
Asian/Pacific American Week
Memorial Day
Mother's Day

JUNE

Flag Day
Father's Day
Children's Day

JULY

Independence Day

Grade Level: Second
Marking Period: 1st
Suggested Time Frame: Sept - Oct

I. CHARACTERISTICS OF NEIGHBORHOODS

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
A. What makes neighbors?	1. Identify simple social studies terms. (Skills)	Chapter 1	Unit 1	Chapter 1&2	Chapter 1	A. What makes neighbors? 1. Start a chart of social studies terminology and definitions. (Continuous activity)
	2. Examine many different types of communities and form definition of community. (Anthropology)		Unit 6 (Japan)		Chapter 5 Lesson 5, 9, 10, 11, 12 (Africa)	2. Study the host nation community and have students make a shoe box diorama of the host nation community and their own community.
	3. Relate self and family to part of the community (Sociology)				Chapter 5 Lesson 1 & 2	3. Have students draw or make a list of things they see from the door of their own home.
B. Reasons neighborhoods formed.	1. State reasons why most families live in communities (Anthropology)	Chapter 1 pp 23-31	Units 1&4	Chapter 1&2	Chapter 1 Lesson 16	B. Reasons neighborhoods formed. 1. The students will list ways that they and their families are part of the community.
	2. Know the purpose of systematic investigation and inquiry. (Decision-making)	Chapter 6 Liberia			Chapter 2 Lesson 1	2. The students will write a paper on "How I can help my community."
	3. Formulate appropriate hypothesis based upon an analysis of the factors involved. (Decisionmaking)					3. Invite a senior citizen to the class. 4. Dramatize events in the founding of their community. 5. Compare the population of the community with that of the school and the classroom.

Grade Level: Second
Marking Period: 1st
Suggested Time Frame: Sept - Oct

I. CHARACTERISTICS OF NEIGHBORHOODS

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
C. Similarities.	1. Describe things all communitites have in common. (Anthropology)	Chapter 1 pp 12-14 Chapter 6 (Liberia)	Unit 1	Chapter 1, 2 & 3	Chapter 1 Lesson 2 & 12 Chapter 5 Lesson 6	C. Similarities and D. Differences. 1. Make a chart listing similarities and differences of communities studied.
D. Differences.	1. Determine how a community can be unique. (Anthropology)	Chapter 1 pp 15-22 Chapter 4 Chapter 6	Unit 1	Chapter 4 & 5	Chapter 1 Lesson 2, 10 & 17 Chapter 5 Lesson 6	2. Take the name of the student's community and choose things that are in or have to do with the community that fit each letter. (Check the phone book.) Example: Melbourne M-Money E-Eating Places L-Laboratories B-Beaches, etc.
E. Map and globe skills.	1. Determine direction NSEW. (Skills)	Skill p 32	Unit 1	Skill pp 40 & 103	Chapter 2 Lesson 2	E. Map and globe skills. 1. Label classroom walls according to NSEW, then give oral directions using NSEW.
	2. Interpret map symbols and direction. (Geography)			Skill pp 38-46	Chapter 2 Lesson 2 Chapter 6 Lesson 4	2. Students can begin making a large map of their neighborhood and the surrounding community, then identify and add new items to the map. (Use the top of a spare table; this will be an ongoing activity.) 3. Have students design their own symbols to represent geographic features in their community.

Grade Level: Second
Marking Period: 1st
Suggested Time Frame: Sept - Oct

II. NEIGHBORHOODS DEPEND ON ONE ANOTHER

AREA OF STUDY/ CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
A. Needs and wants. 1. Food 2. Clothing 3. Shelter	1. Know the needs that people have for food, clothing, and shelter. (Sociology)	Chapter 4 Chapter 6 (Liberia)	Unit 1 Lesson Overview pp 22-27 Unit 2 (Food) Unit 3 (Clothing)	Chapter 7 Chapter 9	Chapter 1 Lesson 4 & 15 Chapter 1 Lesson 10	A. Needs and wants. 1. Have students bring in magazine or newspaper pictures showing how the basic needs are met in several parts of the world. 2. Have the students list the basic needs of their families. 3. Divide the class into three groups. Assign each group one of the basic needs (food, shelter, clothing). Have the students in each group find pictures to relate to that need and make a collage. 4. Make a list of jobs found in the community and decide whether it is a job that meets the people's needs or wants.
B. Goods and services.	1. Demonstrate how a community renders services to its citizens. (Anthropology)	Chapter 2 pp 42-44	Unit 4 pp 112-114	Chapter 3	Chapter 1 Lesson 5-10 Chapter 6 Lesson 11	B. Goods and services. 1. Take a walk around the community pointing out the various places that render services. This may include the host nation community. 2. Have various community helpers visit the classroom to describe the service they render. 3. Have students look at ads in the local paper or yellow pages of the telephone book. Cut out examples of services provided in their community.

Grade Level: Second
Marking Period: 1st
Suggested Time Frame: Sept - Oct

II. NEIGHBORHOODS DEPEND ON ONE ANOTHER

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
1. Volunteer and paid services. a. Police, Fire, and Medical	2. Recognize the need for community protection systems such as police, fire, and medical. (Sociology)	Chapter 3 pp 49-66	Unit 1&2	Chapter 8&10	Chapter 4 Lesson 1&3	1. Volunteer and paid services. a. Dramatize the roles of different community helpers. b. Take a study trip to a fire station, police department, or hospital. c. Arrange for a police officer to talk to the students about how police officers help people in the community.
2. School and other places of learning.	3. Explain the need and purpose of education. (Sociology)	X*	Unit 1	Chapter 2&11	Chapter 1 Lesson 7	2. School and other places of learning. a. Let the students write reasons telling why education is important. Have them share their opinions with each other. b. Have each student interview five persons outside of the classroom. The student will write the reasons why each person feels education is important.
					Chapter 3 Lesson 3	c. Have students plan a daily schedule for another school in a different community.
	4. Identify types of records kept by school and community. (History)	X			Chapter 5 Lesson 7&8	d. The teachers will review with the class a mock cumulative folder and show the students the various types of records that are kept. e. Invite the school secretary to the class to explain the types of records kept by the school. f. Plan a study trip to places of learning and the community center (library, university, town halls, etc.).

*X = Indicates no material on this topic

Grade Level: Second
Marking Period: 1st
Suggested Time Frame: Sept - Oct

II. NEIGHBORHOODS
DEPEND ON ONE ANOTHER

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
3. Banks and other financial institutions.	5. Know that money is used for exchange (i.e., buying and selling). (Economics)	Chapter 3 pp 54-59	Unit 2 pp 3-5	Chapter 9	Chapter 1	g. Each student can be given a play allowance. They are to use their money to purchase privileges in the classroom. As a reward system, extra money can be earned. h. Show the film, Why We Need Money: The Fisherman Who Needed a Knife. Discuss why money is important for trading. i. Encourage the students to draw pictures to show the meaning of barter.
	6. Define the concept of interest as it relates to savings. (Economics)	Chapter 3 p 57	Unit 3 Lesson 88 Unit 6	Chapter 9 p 91	Chapter 1 Lesson 13	j. Take a study trip to a bank or invite a local banker to speak to the children. He/she can explain interest as it relates to savings.
4. Shops and stores.	7. Demonstrate knowledge of the concept of comparative shopping. (Economics)	Chapter 4 p 82	Lesson overview pp 85-87	X	X	k. The students can go on a study trip and each student can be assigned a specific item. They can compare prices of the various brands of this item. l. The children can bring empty food packages with the price still attached. Prices will be compared within the classroom. m. Let students earn an income from services in the classroom. Let them decide what to do with their income. Have students follow up by telling how their income helps someone else.
	8. Know examples of advertizing techniques. (Economics)	Chapter 4 p 79	Unit 4	X	X	n. Divide students into small groups. Assign each group a specific product and tell them to give the product a new name. The group will then decide on ways to advertise their product to the class.

Grade Level: Second
Marking Period: 1st
Suggested Time Frame: Sept - Oct

II. NEIGHBORHOODS DEPEND ON ONE ANOTHER

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
C. Careers of performing neighborhood services.	1. Identify and compare career options. (Skills)	Chapter 3&4	Unit 4	Chapter 8	Chapter 1 Lesson 6	C. Careers of performing neighborhood services. 1. Let each student research a specific career and then report to the class. 2. Have a career day. Have each student dress according to their desired career. 3. The students can interview various people in the community and have them describe their work. (Tape the interview.) Visit their places of work. 4. Have each student choose a different community worker. Research the types of skills, education, and qualifications they would need in order to fulfill the requirements for that specific job. Give an oral report.
	2. Describe various kinds of work done by people in their own community. (Anthropology)					
	3. List qualifications for community workers. (Economics)				Chapter 6 Lesson 1	
D. Recreational and cultural facilities.	1. Clarify purpose of recreational and cultural interests. (Sociology)	Chapter 4 p 86	X	Chapter 7	Chapter 1 Lesson 8	D. Recreational and cultural facilities. 1. The students will make two lists. The first list will show recreational activities in which they participate or view. The second list will show cultural activities in which they have participated or seen. 2. The teacher should plan a study trip exposing the class to a cultural event. 3. Have the students draw pictures of their favorite place to play. What would happen if they could no longer play there?

Grade Level: Second
Marking Period: 1st
Suggested Time Frame: Sept - Oct

II. NEIGHBORHOODS DEPEND ON ONE ANOTHER

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
	2. Compare own neighborhood's activities with those in other neighborhoods. (Anthropology)		Units 1&6			4. The host nation teacher can teach typical songs, games, and dances from the host nation.
E. Classroom helpers.	1. Describe the concept of interdependence as it relates to community. (Economics)	Chapter 4 pp 90-97 Chapter 3 pp 49-66	Unit 3 Unit 6	Chapter 8&9	Chapter 2 Lesson 6, 12, 13 Chapter 5 Lesson 1&2	E. Classroom helpers. 1. Each student can list the various goals and services supplied through their community upon which their family depends. 2. The students can make a classroom mural to show the various services. Lines can be drawn to connect services that need each other. 3. Have students bring in items (empty product boxes and cans). Have student's locate places where products were made by using a large map and string, place string from community to places where the products are shipped.
	2. Recognize basic social concepts of cooperation, competition, and conflict. (Sociology)	Chapter 1&2	Unit 3	Chapter 7	Chapter 5 Lesson 2	4. Have students design a weekly chart of helpers and set up a rotating system for the classroom. 5. Roleplay situations of cooperation and conflict.
	3. Know that people vary in abilities and talents. (Psychology)	Chapter 1&2	Unit 3 Unit 6	Chapter 7	Chapter 1	6. Discuss the differences between ability and talent. 7. Have a talent show. 8. Have students write a story telling their personal talents and abilities.

Grade Level: Second
Marking Period: 1st
Suggested Time Frame: Sept - Oct

II. NEIGHBORHOODS DEPEND ON ONE ANOTHER

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
	4. Display a concern for the rights and well-being of others. (Political Science)	Chapter 1&2	Unit 3 Unit 6	Chapter 7	Chapter 1	9. Have the students write a story telling how they could show concern for another individual. 10. Roleplay situations where children will demonstrate their concern for others.
	5. Recognize the worthiness of others. (Psychology)	Chapter 1&2	Unit 3 Unit 6	Chapter 7	Chapter 1	11. Students can be divided into small groups. Each student can write something good about each member of the group and present it to that member. Each person will then read the statements aloud that were written about them.
	6. Explain the rights and responsibilities of students. (Political Science)	X	Unit 3&6	Chapter 8&9		12. Discuss the rights that each student has in the classroom. 13. Discuss the responsibilities that each student has in the classroom.
	7. Know that an individual's group interaction influences the development of behavior, attitudes, values, and opinions. (Psychology)	X	Unit 3&6	Chapter 8&9	Chapter 1	14. Discuss interaction with various organizations and how this interaction influences their feelings, emotions, and growth (i.e., Cub Scouts, Brownies, ball teams, etc.).
	8. Know how the peer group influences self-concept and personality development. (Psychology)	X	Unit 3&6			15. Define the term self-concept and peer group. 16. Have students list ways they have changed since the beginning of their school years.
	9. Determine that people from various backgrounds make contibutions to communities. (History)	Chapter 4	Unit 6 (Japan)		Chapter 1	17. Discuss and make a list of people from various backgrounds who make contributions to your local communities.

Grade Level: Second
Marking Period: 1st
Suggested Time Frame: Sept - Oct

II. NEIGHBORHOODS DEPEND ON ONE ANOTHER

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
						18. Invite a person from each group to share their contribution to the community.
F. Map and globe skills.	1. Locate states and cities on maps. (Geography)	Chapter 6		Unit 1 Chapter 3&5 Chapter 7 pp 78-79		F. Map and globe skills. 1. Give each student a blank map of the United States. Have them label each state on their map. As step 2, have each child label the capital. Use a large wall map as a reference.
	2. Construct a simple graph. (Skills)					2. A classroom graph can be designed to show that each family depends on various community services.

Grade Level: Second
Marking Period: 2nd
Suggested Time Frame: Nov - Dec

III. PHYSICAL ENVIRONMENT

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
A. Geography.	1. Identify differences in lifestyles in specific geographical locations. (History)	Chapter 4 pp 90-97	Unit 5 Unit 6 (Japan)	Chapter 4 16&17	Chapter 6 Lesson 4	A. Geography. 1. Compare host nation lifestyles with that of American lifestyles. 2. Have students think about why it might be nice to live on an island, on the plain, in a valley, etc. Describe why.
	2. Know how people adapt their food, shelter, and clothing to their environment. (Sociology)				Chapter 2 Lesson 6 Chapter 6 Lesson 5	3. The teacher can assign a country to a small group of students. The group will research how people adapt their food, shelter, and clothing to their environment. 4. Each group can make murals illustrating its findings.
	3. Recognize that people interact to the resources available to them. (Sociology)	Chapter 4 pp 90-97	Unit 5		Chapter 1 Lesson 14 Chapter 2 Lesson 3, 4, 5 Chapter 5 Lesson 6	5. Have students list the resources that are available to them, such as, media center, recreation center, etc. 6. Have the children write two reasons why they use these resources.
B. Climate.	1. Observe a thermometer to distinguish general differences for hot, cold, warm, and cool temperatures. (Geography)	X	X	Chapter 4	Chapter 6 Lesson 5	B. Climate. 1. The teacher prepares 3 glasses of water with varying temperatures. A thermometer can be used to measure the temperature of each. The students can compare the water temperatures by feeling the water and reading the thermometer.

Grade Level: Second
Marking Period: 2nd
Suggested Time Frame: Nov - Dec

III. PHYSICAL ENVIRONMENT

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
						2. The students can record the outdoor temperature and the indoor temperature for a specific length of time. Comparisons can be made to distinguish general differences.
	2. Use maps and pictures to locate climatic regions. (Geography)		Unit 5	Chapter 4		3. Make a tabletop model of neighborhoods with different climates and geographical locations. 4. The teacher can introduce the legend on maps that are used for each climatic region. 5. Students can categorize pictures according to the various climatic region.
C. Problem solving.	1. Formulate appropriate hypotheses based upon an analysis of the factors involved. (Decisionmaking) 2. Record hypothesis as given and consider each systematically. (Decisionmaking) 3. Plan ways to obtain data to answer questions or test hypothesis. (Decisionmaking) 4. Decide what data will be needed. (Decisionmaking)	Chapter 6 (Liberia)	Unit 6 (Japan)	Skill pp 76&77	Chapter 5 (Ghana)	C. Problem solving. 1. Students make their own tourist guide on a country of their choice. Students must research the chosen country. 2. Using host nation region, make an analysis of factors such as temperature, rainfall, etc.; formulate a hypothesis of what products could be grown.

Grade Level: Second
Marking Period: 2nd
Suggested Time Frame: Nov - Dec

III. PHYSICAL ENVIRONMENT

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
	5. Gather relevant information by knowing what to ask and the source of reference. (Skills) 6. Ask clarifying questions. (Skills) 7. Form tentative conclusions and check them against the facts presented to support them. (Decisionmaking) 8. Paraphrase what is heard. (Skills) 9. Sequence ideas. (Skills)					
D. Location	1. Know the concept of map scale. (Geography)	Chapter 4 pp 71-73	Unit 5	Skills pp 41-42	Chapter 1, 3&6	D. Location 1. The teacher defines the term map scale. 2. Show two different sized maps of the same area. Compare the differences of the maps according to scale. 3. Divide the class into small groups and have each group make a scaled map of the classroom.
	2. Locate states and cities on maps (global and flat). (Geography)	Chapter 4 pp 88-89 Chapter 6	Unit 4	Skills p 39	Chapter 3 Lesson 8 Chapter 6 Lessons 12, 13, 14	4. Using a map of the host nation, the students can locate a specific number of cities.

Grade Level: Second
Marking Period: 2nd
Suggested Time Frame: Nov - Dec

III. PHYSICAL ENVIRONMENT

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
	3. Interpret map symbols and directions. (Geography)	Chapter 4	Unit 1 Over-view pp 28-29 Unit 4	Skills pp 46-47	Chapter 3 Lesson 9 Chapter 6 Lesson 2&13	5. The teacher can introduce a map key to the students. The teacher will explain variations by using different types of maps. Examples: Farming map, climate regions, natural features, etc. 6. Given a specific starting point, the students can identify the N, S, E, W directions to another destination. Example: Starting point: Virginia First destination: Pennsylvania Direction: Pennsylvania is north of Virginia Second destination: Florida Direction: Florida is south of Virginia Use judgement to determine the level of this activity.

Grade Level: Second
Marking Period: 2nd
Suggested Time Frame: Nov - Dec

IV. CULTURAL ENVIRONMENT

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
A. Traditions.	1. Recognize that there are a variety of cultures. (Sociology)	Chapter 1 p. 19 Chapter 6 (Liberia)	Unit 4 Unit 6 (Japan)	Chapter 7&9	Chapter 2 Lesson 3, 4, 5 Chapter 5 Lesson 9 10, 11, 12 (Ghana) Chapter 6 Lesson 3	A. Traditions. 1. Define the term "culture." 2. Have students visit the library and check out a book on a specific culture. 3. Assign the students a particular country. The students can find a picture about that country. All pictures will be combined on a collage. Holiday pictures will be prevalent. 4. Invite parents or grandparents who came from a country other than the United States to talk to the class about life in their native country. 5. Have a lunch consisting of foreign dishes.
	2. Identify sources of personal information about self, families, and environment. (History)					6. The students can construct a family tree to include the following information: 1) Full name 2) Date of birth 3) Place of birth This tree may include three or four generations. Other information can be included. 7. The teacher can discuss the various places where students may find out their vital statistics, such as; Bureau of Vital Statistics, county clerks, family Bibles, etc.

Grade Level: Second
Marking Period: 2nd
Suggested Time Frame: Nov - Dec

IV. CULTURAL ENVIRONMENT

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
B. Customs.	1. Identify the values and beliefs of various ethnic groups. (History)				Chapter 2	B. Customs. 1. Plan a holiday program including customs from the host nation and other lands. 2. Invite a host nation group to have a "Thanksgiving Activity" with the class. 3. Compare values and beliefs of the host nation or community to those of America.
	2. Determine influences and contributions of family members on the family's history, values, and beliefs. (History)					4. Invite family members into the class to explain various traditions within the family. They may share certain traditions that they will or will not pass on. 5. Children will write a story entitled "My Name."
C. Comparisons.	1. Distinguish between fact and opinion. (Decisionmaking)		Unit 4&6	Chapter 7		C. Comparisons. 1. The teacher can present the meanings of the terms fact and opinion. 2. In a learning center, the teacher can list various statements for the student to determine whether each is a fact or opinion.
	2. Identify groups that people form. (History)	Chapters 1&2			Chapter 2 Lessons 3, 4, 5 Chapter 6 Lesson 3	3. Students can discuss the various groups they personally belong to. Example: school, scouts, church, sports, etc. 4. Discuss groups to which adults belong, such as: officer's club, bowling league, church choir, or NCO club.

Grade Level: Second
Marking Period: 2nd
Suggested Time Frame: Nov - Dec

IV. CULTURAL ENVIRONMENT

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
						5. The teacher can pursue with the class values which tie these groups together.
	3. Compare own neighborhood activities with those in other neighborhoods. (Anthropology)	Chapter 4				6. Have each student describe the differences between their activities within the host nation neighborhood and activities from their previous neighborhood.
	4. Form tentative conclusions and check them against facts to support them. (Decision-making)	Chapter 5				7. Compare some favorite host nation dishes food with those from the United States. Discuss why the dishes became popular.

Grade Level: Second
Marking Period: 3rd
Suggested Time Frame: Jan - March

V. LAWS AND RULES

AREA OF STUDY/ CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
A. Classroom and school rules.	1. Explain rights and responsibilities of students. (Political Science)	Chapter 2 pp 35-37 Chapter 5 pp 115-116		Chapter 12	Chapter 6	A. Classroom and school rules. 1. Make a list of classroom rules with students making suggestions and telling why the rules are required. 2. Elect a council in the classroom to decide on some classroom rules. 3. Invite a bus driver to talk to the classroom about responsibilities and rights on the bus.
	2. Know the purpose of a systematic investigation and inquiry. (Decision-making)		Unit 3			4. Have students find out if there are any old laws no longer needed in their community. 5. Prepare a chart of bicycle and bus safety rules and a fire prevention chart.
	3. Distinguish cause and effect relationships from other types of relationships such as means and end. (Decisionmaking)					6. Through teacher-led discussion, the students should differentiate between cause and effect relationships and other types of relationships. Example: Cause and effect relationships Cause: The child does not complete homework. Effect: The child forfeits a special class activity. Means and End Relationship Means: Good class behavior for a week. Ends: Class receives 15 extra minutes of free time.
	4. Formulate appropriate hypothesis based upon an analysis of the factors involved. (Decisionmaking)					7. Have students discuss what they think is fair punishment for breaking a class and/or school rule.

Grade Level: Second
Marking Period: 3rd
Suggested Time Frame: Jan - March

V. LAWS AND RULES

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
						8. Have students interview different classes and compare rules that have been developed. Have students recognize that different circumstances may create different rules.
B. Government. 1. City 2. State 3. Country	1. Describe the need for laws. (Political Science)	Chapter 2 pp 39-40	Unit 1 Lesson 22-24	Chapter 12&13	Chapter 6 Lesson 1&2	B. Government. 1. Take a study trip to the police station. 2. Dramatize roles of police officers. 3. Invite a lawmaker to the classroom and ask questions about certain laws.
	2. Display a concern for the well-being of others. (Political Science)	Chapter 2&5			Chapter 6 Lesson 6 7, 8, 9	4. On a walk through the city, students look for signs they see and the rules they represent. 5. Have students make a list of rules pioneers would have had to obey at their town meetings. 6. Have a "Secret Pal Day" when students could let someone know how special they are. Students can discuss what activities they could do to let someone know they are special.
C. Rights and duties. 1. Taxes	1. Define the term "taxes." (Economics)	X	X	X	Chapter 6	C. Rights and duties. 1. Show the film: Why We have Taxes: The Town that had no Policeman.
	2. Know the ways that taxes are distributed. (Economics)				Lesson 11	2. Make a chart to show services rendered through government monies, such as: new highways, forests, etc.

Grade Level: Second
Marking Period: 3rd
Suggested Time Frame: Jan - March

V. LAWS AND RULES

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
						3. The teacher will introduce various personnel whose salaries come from taxes. Examples: teachers, policy, firemen, military, etc:
	3. Know the meaning for the term "budget". (Economics)	X	X	X	Chapter 1 Lesson 6	4. Plan a simple budget with weekly allowances. 5. Prepare budgets for different hypothetical families of varying size and level of income. 6. Students can learn to budget their free time by charting their time spent outside of school. Discussion will then take place to determine if their time is used wisely.
2. Voting	1. Describe ways in which members of a community choose their leaders. (Anthropology) 2. Know that voting is making a choice. (Political Science) 3. Know reasons for voting choices. (Political Science) 4. Know the mechanics of voting to include the secret ballot. (Political Science)	Chapter 2 p 41	X	Chapter 13	Chapter 6 Lesson 10	7. Discuss the military chain of command. 8. Discuss host nation community leaders and their roles. 9. Go through voting procedures (i.e., student representative, study trip choices, school mascot, etc.) 10. Using media as their source of reference, have the students bring in information showing various choices in a voting situation. 11. Discuss what is meant by a "Secret Ballot." 12. Have students vote using a secret ballot.

Grade Level: Second
Marking Period: 3rd
Suggested Time Frame: Jan - March

V. LAWS AND RULES

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
	5. Complete a teacher-made registration form. (Political Science)					13. Give each student a teacher-made registration form and let him/her register to vote in a mock election.

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Grade Level: Second
Marking Period: 3rd
Suggested Time Frame: March-April

VI. TRANSPORTATION

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
						A. Modes of transportation.
A. Modes of transportation. 1. Air 2. Water 3. Land	1. Identify why people move from one community to another. (Anthropology)	Chapter 1	Unit 5 X pp 118-132		Chapter 2 Lesson 9 Chapter 3 Lesson 1, 1, 3, 4, 12, 13, 14, 15	1. Invite someone who drives a truck to tell the class about the trucking business. 2. Make a visit to a transportation facility. 3. Have students draw pictures of one kind of work done by an airline.
B. Provision of goods.					Chapter 6 Lesson 5	B. Provision of goods. 1. Have students make a scrapbook of pictures showing different ways of transporting goods. 2. Have students discuss how items they had for lunch were transported from the place where the item was grown or processed.
C. Maps and globes.	1. Construct a simple graph. (Skills)		Unit 5 X		Chapter 3 Lessons 2, 7, 8, 9	C. Maps and globes. 1. Use a globe to show the route to take from home to various places. List the methods of travel. 2. Obtain a copy of an airline schedule and a route map which shows areas served by the airlines. Discuss routes and areas serviced by the airlines. 3. Make a graph showing modes of travel students used during a vacation time.

Grade Level: Second
Marking Period: 3rd
Suggested Time Frame: March - April

VII. COMMUNICATIONS

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
						A. Verbal communication.
A. Verbal communication. 1. Television 2. Radio 3. Telephone	1. Know that maintenance of a group is dependent upon communications among members of the group. (Psychology)	Chapter 4	Unit 4 Lesson Overview pp 90-103 Unit 5	X	Chapter 4 Lessons 1, 3, 7	1. Discuss how communication is important. What would happen if someone was sick or or hurt? What could you do? 2. Write a story titled "The Day our Class Quit Talking." 3. Play a game where the only means of communication is signs or written directions. No talking is allowed at all.
						B. Nonverbal communication.
B. Nonverbal communication. 1. Newspaper 2. Magazines 3. Letters 4. Signs and symbols	1. Know examples of advertising techniques. (Economics)	Chapter 4 p 79	News Unit 4 108-111 Letter		Chapter 4 Lessons 2&3 Chapter 8 Chapter 4 Lessons 9, 10	1. Students can collect various advertisements from magazines and newspapers. The teacher may have the students make a collage to view various techniques. 2. Study newspapers and differentiate between photographs and drawings in the use of advertising.
	2. Recognize and differentiate feelings. (Psychology)		Unit 4 pp 104-107		Symbol	3. Use the film series: The Most Important Person. 4. Roleplay feelings.
	3. Identify emotions she/he experiences. (Psychology)				Chapter 4 Lessons 4, 5	5. Have a list made of different feelings. 6. Have student list various emotions he/she has experienced.

Grade Level: Second
Marking Period: 3rd
Suggested Time Frame: March - April

VII. COMMUNICATIONS

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
	4. Repeat and follow directions. (Skills)					7. In small groups, students make a collage using pictures showing various emotions. 8. Assign each student an emotion about which he/she will write a story. 9. Play "Simon Says" and "Gossip." 10. Have a treasure hunt; the student goes from message to message to find the treasure.

Grade Level: Second
Marking Period: 4th
Suggested Time Frame: May - June

VIII. CHANGES

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
A. Geographical.	1. Identify new hypotheses, interpretations, or relationships. (Decisionmaking)		Unit 1	Chapter 15	Chapter 1 Lesson 9 Chapter 2 Lesson 4	A. Geographical. 1. So that students can learn to interpret, use an open-ended story situation. Example: We see a moving van and big boxes piled by a house down the street. What is happening? 2. To help students in making relationships, use roleplaying situations. Examples: A child is new in the neighorhood. How does he/she go about making friends? 3. Discuss how geographical changes could affect a student: school to school, city to city, state to state, country to country.
B. Seasonal.	1. Explain how changes in the community have affected the way he/she lives. (Anthropology)		Unit 1 Lesson Overview pp 30-32	Chapter 15		B. Seasonal. 1. Make a mural showing how the seasons change in their community. Show samples of how these changes affect the way the learner lives.
C. Time (day and night).	1. Know the earth rotates from west to east and its relationship to day and night. (Geography)		Unit 4	Chapter 15 Skills pp 160-162		C. Time. 1. Using a solar system model, demonstrate day and night by using a flashlight in a stationary position and rotate the globe.

Grade Level: Second
Marking Period: 4th
Suggested Time Frame: May - June

VIII. CHANGES

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
						D. Past, present, and future.
D. Past, present, and future.	1. Identify changes in environment/lifestyles related to a specific invention. (History)	Chapter 7 pp 165-179	Units 1, 3 Unit 5 p 136	Chapter 6 Chapters 16&17	Chapter 2 Lessons 10,11,15 Chapter 3 Lessons 3&4 Chapter 5 Lessons 4&5	1. Plan a trip to a museum. 2. Invite a scientist or an architect to discuss ideas being planned for the future. 3. Make mobiles of things for the future. 4. Develop a timeline beginning with the year 2000.

Grade Level: Second
Marking Period: 3rd
Suggested Time Frame: March - April

VII. COMMUNICATION

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
E. Moving.	1. Identify reasons why people move from one community to another. (Anthropology)		Unit 5 p. 135 Unit 1	Chapter 2 Chapter 18		E. Moving. 1. Drawing from personal experiences, have the students tell reasons why they have moved from one community to another. 2. Have students draw pictures of adventures that might be experienced during a move, such as: packing, traveling, making new friends, etc.

Grade Level: Second
Marking Period: 4th
Suggested Time Frame: May - June

IX. PROBLEMS OF A COMMUNITY

AREA OF STUDY/ CONTENT	OBJECTIVES	AMER-ICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
A. Pollution.	1. Distinguish cause and effect from other types of relationships. (Decision-making)	Chapter 5 pp 102-108	X	Chapter 10	X	1. Have students go out into the community and take pictures of problems such as pollution, traffic, and unemployment. Discuss how the class can help solve these problems and put these methods into practice.
B. Unemployment.		Chapter 5 pp 109-110 Skill p. 69				2. Present students with problem situations and have them roleplay solutions. Examples: Students go to playground to play and find litter and trash all over. What to do? What will be the end?
C. Traffic.		Chapter 5 pp 111-113	Lesson Overview p 90			
D. Conservation/Ecology.		Chapter 5 pp 114-120		Chapter 14	Chapter 16 Lesson 4&5	

EXTRA ACTIVITIES

I. Characteristics of Neighborhoods

1. Take a study trip through the community to observe the kinds of homes built.
2. Play the "Address Game", practice saying whole name and address.
3. Set up committees to learn about different types of places to live (i.e., places to work, places to buy things, places to learn, places to get help). These committees report to the class about their findings. The reports can be written or drawn.
4. Have students make a drawing showing one or more of their neighbors doing something with their family.
5. Have each student in the class take a certain place in the community to draw. Put these pictures together and illustrate the community.

II. Neighborhoods Depend on One Another

1. Discuss the fears involved in being different from your peers.
2. Students make a list telling the ways teachers show concern for the rights and well-being of others.
3. Discuss the similarities in your peer group.
4. Have the class visit the school office, dental clinic, and/or dispensary where the records are kept.
5. Have students research the job of a specific community helper. The student can then roleplay that occupation in a demand situation.
   Example: Being interviewed by another student while acting in the role of the community helper.
6. Have the class set up a pretend bartering sytem using items in the classroom.
7. Set up a library corner with emphasis on community helpers. Change books and information each week for a different community helper.

III. Physical Environment

1. Students identify resources that are available in the community that are used by other individuals.
2. Make a booklet illustrating natural features such as mountains, deserts, valleys, lakes, flatlands, etc.

IV. Cultural Environment

1. Plan a study trip within your community to visit places where vital statistics can be gathered.
   Examples: City hall, hospitals, cemetaries, churches
2. Have the students tell about family heirlooms which have been passed down through the generations. Point out the differences between monetary and sentimental values.

V. Laws Rules

1. Make a list of laws in your local community.
2. Present "What if" situations for discussion.

Example: What if a person could drive without a license? What would happen? Discuss the consequences.

VII. Communication

1. Visit a printing plant where books are printed.
2. Make a booklet on communication satellites.
3. Research how much it would cost to call friends or relatives in specific countries around the world.
4. Visit a radio station.
5. Make crayon drawings to show the early days of mail service.
6. With the use of a computer, have students write a letter to a pen pal in a school. The receiving pen pal school must also have use of a computer.
7. Write letters and take a study trip to the post office to mail the letters.
8. Make a school or class newspaper.
9. Tape sounds used to convey messages. Let students listen and decide what the sound is and what the message conveys.

VI. Transportation

1. Discuss why transportation by train and ship would be the cheapest way to transport goods from one area to another.
2. Have students discuss the work a pilot does.
3. Compare advantages and disadvantages of traveling by plane, train, and bus.

VIII. Changes

1. Make a mural to show a neighborhood in spring, summer, winter, and fall.
2. Make a chart showing specific changes that your own community has gone through in a specific order.
3. Have students make a list of daily weather-related changes that affect their community.
4. Have students tell a story about something that happens during the day and something that happens at night.
5. A chart can be made listing the inventions they use daily. Children may bring pictures of these inventions. Such as: Telephone, lights, television, etc.
6. Choose a day that the class will have to do without specific inventions. Example: Water fountain, pencil sharpener, food item, etc.
7. The students can share how they felt having to do without these inventions. Pursue the discussion to the point of "realistic" needs as opposed to wants.

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IX. Problems of a Community

1. Suggest ways to save gasoline in the city.
2. Plan a visit to a park. Discuss responsibilities of each person who visits the park to keep it clean, beautiful, and safe.

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